



DEPARTMENTAL ADVISORY COMMITTEE MEETING

Department of Educational Finance
BACKGROUND NOTE AND AGENDA

Venue: Virtual / Online
Date: 3 March, 2021
Time: 11.00 A.M.

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION
New Delhi-110016

DEPARTMENTAL ADVISORY COMMITTEE MEETING

Venue: Virtual / Online

Date: 3 March, 2021

Time: 11.00 A.M.



***NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION
New Delhi-110016***

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Background Note and Agenda for Departmental Advisory Committee Meeting

1. About the Department

The Department of Educational Finance is one of the thematic academic departments of the institution, specialised in the area of educational finances.

The twin objectives of the Department are to conduct and promote serious research on economic and financial aspects of education at all levels, national, sub-national and global as well as to build knowledge and skill capacity of manpower involved in financial planning and management in education sector in India and other developing countries.

In the context of educational policy, planning and administration, finances form an important issue. The Department of Educational Finance focuses its activities on research, teaching, training and consultancy. These are developed around policy and practices relating to public and private financing of education, specifically mobilization of governmental and private resources, allocation of resources and utilisation, estimation of resource requirements etc.

1.1 Faculty Members of the Department

Prof. Mona Khare, Professor & Head of the Department

Dr. Vetukuri P. S. Raju, Assistant Professor

1.2 Activities of the Department

1.2.1 Research

Most of the important research studies conducted by the members of faculty of the Department have been around themes such as public (government), household and private financing of education, external funding, costs and financing of education, methods of funding education, estimation of resource requirements, structural adjustment programmes, midterm evaluation studies of centrally sponsored scholarship/incentive schemes and changes in education policies etc.

1.2.2 Capacity Development Programmes

The department regularly organizes training programmes covering varied aspects of financing in Education both at the level of school and higher education. The clientele group of the programmes consists of officers from State education Departments as well as university and college systems. Participants in different programmes include Education Joint Secretaries, Directors, Joint Directors, Planning and Finance Officers and from SSA/RMSA and other senior officers dealing with the financial aspects of Education in education departments; Registrar and Finance Officers, Audit and Accounts Officers of Central and State Universities as also College Principals, Heads and Deans .

The main Objectives of the Programmes of the Department are: To sensitize the participants to the emerging problems of financing education in India; To enable the participants to appreciate the role of financial management in the development of school education; higher education and to promote an awareness of techniques of modern financial planning and management, including cost analysis, expenditure analysis, budget analysis etc.

The Department also offers courses on Financial Planning and Management in Education in Diploma in Educational Planning and Administration (PGDEPA) and the International Diploma in Educational Planning and Administration (IDEPA). In addition, the faculty members of the Department are actively involved in many other programmes of NIEPA. Major training programmes that the Department has been organizing regularly in past few years include the following:

1. Programme on 'Financial Planning and Management of Education'
2. Gender Budgeting in Education
3. Higher Education Leadership Programme for University Administrators

1.2.3 Teaching and Supervision

The Faculty in the department are involved in teaching and coordinating core and optional courses in M.Phil as well as project and dissertation supervision for long term diploma, M.Phil and Ph. D courses.

1.2.4 Consultancy

- The faculty of the Dept. Provides advisory services to the Govt. of India, State Government and other bodies like CSO, University Grants Commission in areas relating to educational finances.
- Undertake research projects for ministries and other organizations/ editorship of journals/ invited experts in various capacities in academic and other organizations.
- Support Government agencies and institutions by holding training programmes/developing reading material/ consultancy /undertake studies with global bodies like UNESCO, APO, IIEP, ADB, World Bank etc.
- Support Government agencies and institutions by holding training programmes/developing reading material/ consultancy to global organizations.

The faculty of the Dept served on committees like those of the 15th Finance Commission Funds estimation Committee, National Advisory Council (on Right to Education) on Rights and Entitlements of Children and the Working Group on Elementary Education and Literacy – Sub Group on Adult Education, for the 12th Five Year Plan, NSC Committee on Social Sector Statistics., High-Power Committee on Reforms in Higher Education in Andhra Pradesh and the Working Group 64th Round of NSS on Migration and Employment & Unemployment and Education & Consumer Expenditure; Committee for Inspection of Midday Meals, (NCT, Delhi) Member in Joint review Missions (JRM) of the SSA. Earlier they also, among many, served on CAFE Committee on Financing

Higher and Technical Education, Committee on Financial Resources for Making Education Fundamental Right etc.

The department had undertaken six evaluation studies of the Centrally Sponsored Scholarship Schemes of the MHRD, Government of India. Few Recent engagements of the department in such activities include:

2. Activities during the academic year 2020-2021

2.1 Research and Consultancy:

Mona Khare

International

- i) Higher Education Internationalisation in select Asian Countries UNESCO, Bangkok and Tokyo University, Japan Project. (India Case Study: Draft report Revised and Final Report submitted in March 2020.
- ii) Study on National Strategy for Developing Human Resources for the industries of the future. Asia Productivity Organisation, Tokyo, Japan. .Draft report Revised and Final Report submitted in May 2020.
- iii) Ongoing “QualIndia Project on Analysis of quality in Indian vocational training institutions : ITIs and Polytechnic Colleges (QualIndia) with University of Cologne , Chair of Economics and Business Education, Germany. Federal Ministry of Education and Research, Germany .
- iv) Ongoing Neoliberalism versus political capitalism, Investing in the global common good—Shifting paradigms in Funding for Higher Education as a contributing author to the Handbook of Education Policy (UK: Edward Elgar Publishing) with University of Hong Kong and University of Minnesota.

National

- i) Senior Consultant in Fiscal Policy Institute, Bengaluru Research Project “*Capacity Building and Research on Public Finances for Children in Karnataka State*” in partnership with UNICEF. Draft Chapter on National Education Policy 2020 [NEP 2020] – Financial Implications for Educational Development in Child Budget of Karnataka State. First Draft Submitted in Feb. 2021.
- ii) Training Material Development for National and Govt. of Karnataka’s training programs on ‘Gender Budgeting’ for officers of Group A & B cadre on behest of Ministry of Women and Child Development for the year 2020-21. Contributing Author for chapter titled “Education Sector Gender Budgeting in India” for their publication with a theme ‘Gender mainstreaming efforts: issues and challenges’ .

2.2 Training/ Orientation/Workshop/Seminar/Meeting

| Sl.No. | Activities proposed for 2020-21 | Conducted/not conducted | Date & Venue | Brief report | Remarks |
|--------|--|-------------------------|---|--------------|---------------------------------|
| 1. | International Seminar on 'Financial Resource Management in Higher Education: Adequacy Affordability and Efficiency Issues' | Not conducted | Two Days 11-12 February, 2021 New Delhi (Collaborative) | NA | Postponed |
| 2 | Joint National Workshop: Developing and Sustaining Industry-academia Linkages | Not conducted | March, 2021 | NA | Postponed to next academic year |
| 3 | Training Programme on 'Student Based Financial Support System in School Education: Issues and Challenges' | Not conducted | Five Days from 04-05-2020 to 08-05-2020 at NIEPA, New Delhi | NA | Postponed to next academic year |
| 4 | Expert Committee Meeting for Research Project: Financial Management, efficiency and funding in Higher Education | Not conducted | Half day, 26 Feb. 2021 | NA | |

- M. Phil PhD --- CC3, Research Methodology I (Coordinated, Conducted and evaluated)
- International Diploma in Educational Planning & Administration (IDEPA): Transaction of classes in IDEPA course No. 207 on Financial Planning and Management in Education
- Educational Planning course (905) for “Post Graduate Diploma in Educational Planning and Administration” at NIEPA, New Delhi.
- Ph. D. pre-submission seminar of Mr. Sumit Kumar

2.3 Publications

Prof. Mona Khare

1. **India Higher Education report 2020: Employment and Employability of Higher Education Graduates.** Co-edited with Varghese N.V. Routledge (Forthcoming)
2. Education Financing in India: Shifting Paradigm – An Edited Book based on National Seminar, NIEPA. Post review reports by Routledge the Book Contract issued by publishers and awaiting signatures by Registrar. Draft Chapters being reviewed and Manuscript being finalized.
3. The edited volume on the International Seminar on Employment and Employability of Higher Education Graduates is under editing with 13 revised papers received.
4. **Triangular Model of Outcome-Based Higher Education Performance,** in Varghese NV and Sayantan Mandal (eds) Teaching Learning and New Technologies in Higher Education, Springer Nature Singapore Pte Ltd, 2020.
5. **Trends and strategies towards internationalisation of higher education in India, (2021),** International Journal of Comparative Education and Development, Emerald Publishing Limited, UK Jan, 2020, DOI [10.1108/IJCED-10-2020-0067](https://doi.org/10.1108/IJCED-10-2020-0067)
6. **Graduate Employment and Sustainable Employability Skills in India,** Varghese NV and C.M. Malish ed ,CPRHE Research Paper Number 14, CPRHE, NIEPA, New Delhi (2020)
7. **“Education Sector Gender Budgeting in India”** in ‘Gender mainstreaming efforts: issues and challenges’ Training Module By FPI, Deptt. of Finance and WCD, Govt. of Karnataka. Bengaluru,(2020)
8. **Inbound Student Mobility In Indian Higher Education: A Concern for Gendered Realities,** University News, Vol. 58, No 30, Jul27-Aug 02, 2020, AIU, New Delhi with Sonam Arora.

9. **Need and Rationale for Gender Budgeting in Higher Education in India (2020)** Arthika Charche, Vol 5, No. 1, Jan-June, Govt. of Karnataka, Fiscal Policy Institute, Bengaluru

Dr. Vetukuri P. S. Raju

- Financing Tribal Education in India, in ‘**Tribal Development in India: Challenges and Prospects in Tribal Education**’, Sage Publications India, 2020, pg.301-314, referred, 978-93-5388-427.7 (HB).
- **Best Practices in Teaching to improve the quality of school education in West Godavari District of Andhra Pradesh**, in ‘Innovations and Best Practices in Education’ by Dept. of Education (CASE & IASE), IUCTE, Faculty of Education & Psychology, MS University of Baroda, Vadodara, 2020, pg.40-49, referred, 978-93-5406-947-5.
- **Student Based Financial Support System in Higher Education: Challenges in Implementation of Centrally Sponsored Schemes** chapter in ‘Quality and Research in Higher Education’ published by Kalpaz Publications, Delhi (2020)

2.4 Teaching and Supervision

Prof. Mona Khare

Research Guidance and Supervision of M. Phil/Ph. D /PGDEPA

- i) PhD- Sumit Kumar (Research Scholar) - Inter-Relationship between Spatial Distribution of Knowledge Based Industries and Migration for Higher Education in India.(Thesis Submitted)
- ii) Ph.D. -Sandhya Dubey“Access and Quality Dynamics in Financing of Higher Education” Analysis and Report writing under Progress
- iii) PhD.-Sonam Arora : Proposal Finalised and work under Progress
- iv) Ph.D. Parul Sharma: Proposal Finalised and Work under Progress.
- v) Ph.D. Raj Gaurav : Synopsis Submitted. Being refined further.
- vi) M.Phil Dissertation: Karika Das: Proposal Finalised after due review and Revision. Tentative Chapter scheme finalized. Writing and Analytical Work being discussed and Reviewed.

DEPA/PGDEPA

- i) IDEPA dissertation "School Factors affecting Performance of Secondary students in Science Subjects in South Sudan. A case of selected Secondary schools in Central Equatoria State. "of Mr. Ochan Lino Victor Owin from South Sudan, participant of IDEPA- XXXVI. *Submitted*

- ii) *PG DEPA Dissertation: A Study on the Functioning and Performance of Government Model Primary School, Tapovan Block-Narendra Nagar District-Tehri Garhwal, Uttarakhand* by Mr. Pankaj Upreti, Dy Education Officer, PES, Uttarakhand (Finalised, submitted, Evaluated and Awarded)
- iii) *PGDEPA Dissertation : Schools as Centres of Overall Child Development: Response to Challenges during COVID 19 – A Case Study of Select Government Schools in Rajasthan* by Sanju Chowdhury. Synopsis and Chapter Scheme finalized. Research Tools under development.

Dr. Vetukuri P. S Raju

PGDEPA

- 2 PGDEPA Dissertation: ‘Role of Community Participation to improve the quality of primary education in Golaghat District of Assam’ by Ms. Mandakini Deka, Assam (Awarded)
- 3 PGDEPA Dissertation: ‘A Study of On-line Education in Government Schools of Haryana’. By Dr. Vijender Gaur, Haryana.

IDEPA

- 4 Supervision: ‘Factors underlying the rate at which the Department of Educational Planning and Research Services produces data for the Ministry of Basic Education in Botswana’ by Mr. Tebogo Dominic Nkwane, Botswana.
- 5 Supervision: Research guidance provided to 36th IDEPA participant Mr. Ramadhani’s project work on ‘The Influence of the Community Participation on Academic Performance of Public Secondary Schools: A Case Study of Mitimbwani Secondary School, Tanga- Tanzania.
- 6 Supervision: The Role of Educational Information Management System in Botswana: Benchmarking the systems approach for better education results (SABER) EMIS Tool. By Tebogo Dominic Nkwane.

2.4 Consultancy and Advisory Services

Prof Mona Khare

- Member : Expert committee (Education Sector) **15th Finance Commission** period i.e. 2020-21 to 2024-25 to prepare the estimate of fund requirement for the, Ministry of Human Resource Development, GOI 2018
- Member: **Sub-Committee on Index of Service Production in Education Sector** Ministry of Statistics & Programme Implementation, Central Statistical Organisation, GOI.

- Invited member Internal Quality Assurance Cell, NLIU, Gujarat, India.
- Review of Manuscript ID CORE-2019-0063 for Oxford Review of Education June, 2019.
- Studies in Microeconomics, SAGE Publications, Review of manuscript ‘ Long Term Effects of Preschool: Evidence from NLSY for Studies in Microeconomics.’”
- Review work for Sage, Emerald, Oxford.

7 Proposed Activities (2021-2022)

Proposed activities for the academic year 2021-2022

3.1 Training/Workshop/Seminar/Meeting

| Sl. No | Title | Objectives | Cliental Group | Proposed Dates | Programme Director |
|--------|--|--|---|---|--------------------|
| 1 | Expert Committee Meeting for Research Project: Financial Management, efficiency and funding in Higher Education (Annexure-I) | <ul style="list-style-type: none"> • To analyse various sources of revenue and expenditure of HEIs • To measure their financial efficiency • To study their resource utilization pattern. • To document innovations and good practices in financial planning and management. | 3-4 academic experts and policy analysts | Half day, 05 Oct 2021 | Prof. Mona Khare |
| 2 | Higher Education Leadership Development Programme for University Administrators (MHRD– CALEM) (Annexure-II) | <ul style="list-style-type: none"> • To facilitate systematic review of higher education system in the context of changing requirements. • To discuss the issues, new principles and practices of management of higher education institutions. | University administrators, Deans, Registrars, Controller of Examinations, Finance Officers, Directors of Boards and Senate etc. | three Days 19,20,21 Jan. 2022 as per MHRD approval, New Delhi | Prof. Mona Khare |

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| | | <ul style="list-style-type: none"> • To enable the participants to appreciate, strategise and facilitate application of effective governance and innovative planning and management techniques in universities to improve functional and financial efficiency | | | |
| 3 | <p>National Workshop: Process and Practice in Sustaining Industry-academia Interface : Financial, Administrative and Technical (Annexure-III)</p> | <ul style="list-style-type: none"> • To identify various types of industry-academia collaborations in HEIs • To identify challenges in sustaining them • To study their process and impact • To document innovations and good practices in sustaining them | 15-20 academia/policy analysts/practitioners | 28-29 Sept 2021 | Prof. Mona Khare |
| 4 | <p>Orientation Programme on 'Student Based Financial Support System in School Education: Issues and Challenges'</p> | <ul style="list-style-type: none"> • To orient the participants to the existing system of 'student based financial support system in School education' across the globe and to facilitate its systematic review in the context of changing requirements of the school education system in India; • To share and understand the findings of the mid-term evaluation studies conducted by NIEPA. • To identify the issues, | State/UT Nodal Officers of central and state scholarship/incentive schemes | Five Days from 07-02-2022 to 11-02-2022 at NIEPA, New Delhi (or) online | Dr. Vetukuri P.S. Raju |

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| | | <p>challenges and best practices at different levels by participants and give suggestions for the improvement of effective implementation of scholarship/incentive schemes.</p> <ul style="list-style-type: none"> • To give an opportunity to interact with the nodal officers of NMMS and NSIGSE at MOE, Govt. of India. | | | |
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3.2 Research Proposals

| Sl. No. | Title of the Research Project | Faculty | Present Status |
|---------|--|-------------------------|---|
| 1. | Diversifying Revenue Resources and Financial Management in HEIs – (Select Cases) | Prof. Mona Khare | Proposal under development |
| 2 | An Evaluation Study of the Centrally Sponsored ‘National Means-cum-Merit Scholarship Scheme’ | Dr. Vetukuri P. S. Raju | Proposal submitted to the Ministry of Education, Govt. of India |
| 3 | An Evaluation Study of the Centrally Sponsored Scheme of “National Scheme of Incentive to Girls for Secondary Education” | Dr. Vetukuri P. S. Raju | Proposal submitted to the Ministry of Education, Govt. of India |

3.3. Teaching and Supervision (As allotted)

3.4. Consultancy and Advisory Services (ongoing)

Joint Partner for “QualIndia Project on Analysis of quality in Indian vocational training institutions : ITIs and Polytechnic Colleges (QualIndia) with University of Cologne , Chair of Economics and Business Education, Germany. Federal Ministry of Education and Research, Germany

Department of Educational Finance**Proposed Training/Workshop/Seminar/Meeting 2021-22**

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| 1. Title of the Programme | Expert Committee Meeting for Research Project: Financial Management, efficiency and funding in Higher Education |
| 2. Introduction | <p>The higher education landscape in India is highly diverse. There are public institutions fully financed by the government, aided institutions partially funded by the government, fully private institutions run by trusts, societies, corporate or individual philanthropists as well as institutions under Public private partnerships. Given the differences in their organizational structure, there are bound to be differences in their financial practices. However, the financial situations in even the state funded institutions are extremely different and give rise to challenges of different nature. Not to ignore the very fact that as the Government is withdrawing and compelling the HEIs to become more self reliant by generating their own resources on one hand and resorting to borrowings through the newly constituted HEFA. It shall not be an exaggeration to say that all institutions are going through a tryst period but of different degree and order. Financial management is not just about making the best use of available resources which certainly are scarce but also about augmenting them and utilizing them wisely.</p> |
| 3. Theme | Study the financial management practices in selected public HEIs and map their financial efficiency and identify innovative practices. |
| 4. Learning Objectives | <ul style="list-style-type: none"> • To analyse various sources of revenue and expenditure of HEIs • To measure their financial efficiency |

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| | <ul style="list-style-type: none"> • To study their resource utilization pattern. • To document innovations and good practices in financial planning and management. |
| 5. Competencies to be developed | ----- |
| 6. Expected Outcomes | Finalise the Proposal and discuss research tools and methodology |
| 7. Participants/ Target Group | 3-4 academic experts and policy analysts |
| 8. Programme Duration, Date and Venue | Half day, 05 Oct, 2021 |
| 9. Programme Coordinator(s) | Prof. Mona Khare |

Annexure - II

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| 1. Title of the Programme | Higher Education Leadership Development Programme for University Administrators (MHRD –CALEM) |
| 2. Introduction | <p>The Higher Education systems across the world are undergoing transformation. The market oriented neo-liberal policies, the process of globalization and rising aspirations of the learners have contributed substantially to this transformation. The universities can no longer continue to play their traditional roles as new demands are being placed on higher education. One common feature across globe is the constraints imposed by declining share of the public resources and demand for job ready college graduates. Institutions of higher education are striving for resources -- physical, financial and human and are resorting to various means to meet these new challenges. The academic and administrative leaders are also struggling to improve operational efficiency of higher education institutions.</p> <p>The leadership challenges in Indian higher education institutions are even more complex given the recent phenomena of massification and the diverse landscape of higher education institutions, rising concerns of quality and world rankings, existing regional, social and economic disparities – all of which have a critical impact on student learning and institutional performance</p> <p>Also it is important to place these within the contemporary debates and policy dimensions of higher education in general. The programme is thus designed to deliberate upon deep understanding of</p> |

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| | <p>practitioners’ experiences to address the emerging issues and dimensions of operational management of higher education institutions. The importance of participative dialogue between leadership in improving quality and efficiency of higher education systems is well recognized all over the world. It is expected that the exercise shall help identify the challenges of effective administration in our Higher Education Institutions and help devise strategies for Better Performance Management aiding in academic excellence.</p> <p>This workshop shall be organised under the Centre for Academic Leadership and Education Management (CALEM), as part of the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT),</p> |
| <p>3. Themes</p> | <ul style="list-style-type: none"> • Governance Structures and Functions: • Processes and Practices in Internal Administration and Financial Management • Strategic and Futuristic Planning and Functional Leadership Skills |
| <p>4. Learning Objectives</p> | <ul style="list-style-type: none"> • To facilitate systematic review of higher education system in the context of changing requirements. • To discuss the issues, new principles and practices of management of higher education institutions. • To enable the participants to appreciate, strategise and facilitate application of effective governance and innovative planning and management techniques in universities to improve functional and financial efficiency. |
| <p>5. Competencies to be developed</p> | <ul style="list-style-type: none"> • Professional development through the peer group interaction • Better understanding on various departmental organizational processes at different levels in HEIs. • Well equipped with tools and |

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| | techniques for effective administration and management of HEIs. |
| 6. Expected Outcomes | <ul style="list-style-type: none"> • Creating awareness about emerging trends and challenges in Higher education sector both at national and international level • Better understanding about the administrative processes of HEIs. • Acquiring skills and techniques towards efficient administration and management of HEIs. • Acquiring new knowledge through sharing of best practices with peer group from other States and UTs and research findings of NIEPA studies. |
| 7. Participants/Target Group | University administrators, Deans, Registrars, Controller of Examinations, Finance Officers, Directors of Boards and Senate etc. |
| 8. Programme Duration, Date and Venue | three Days 19,20,21 Jan. 2022 as per MHRD approval, New Delhi |
| 9. Programme Coordinator | Prof. Mona Khare |

Annexure - III

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| 1. Title of the Programme | National Workshop: Process and Practice in Sustaining Industry-academia Interface : Financial, Administrative and Technical |
| 2. Introduction | As globally, the relationship between education, skills and employability are getting more and more intense, the economic rewards to investments in education seem to overweigh the social rewards associated with it. Employment and employability of Higher Education graduates is becoming a rising concern across the globe. The role of industry in joining and supporting the higher education sector in preparing the youth for new century work skills is being increasingly accepted and embraced at policy and practice levels. However, the challenges of initiating and then sustaining industry-academia linkages has been a major area of intervention. |
| 3. Theme | Provide platform for interaction between industry and Higher Education Experts and Practitioners to develop an insight into financial and technical aspects of HEIs for fostering industry linkages and map their identify innovative practices. |
| 4. Learning Objectives | Objectives: <ul style="list-style-type: none"> • To identify various types of industry-academia collaborations in HEIs • To identify challenges in sustaining them • To study their process and impact • To document innovations and good practices in sustaining them |
| 5. Competencies to be developed | ----- |
| 6. Expected Outcomes | Develop Policy Brief /report on Practices and challenges in sustaining industry-academia Interface in Indian Higher Education Institutions |

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| 7. Participants/ Target Group | 15-20 academia/policy analysts/practitioners |
| 8. Programme Duration, Date and Venue | 22-23 July 2021 |
| 9. Programme Coordinator(s) | Prof. Mona Khare |

Annexure - IV

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| 1. Title of the Programme | Orientation Programme on ‘Student Based Financial Support System in School Education: Issues and Challenges’ |
| 2. Introduction | <p>Student based financial support system in India is of recent origin. It is a collective term comprising various scholarships, incentive schemes, fellowships, student loan facilities and special schemes for disadvantaged sections of students. Scholarship is a merit-based, means-tested and a financial incentive for currently enrolled students in education system. The aims of the scholarship schemes are to recognize and also reward the outstanding academic performers in prescribed examinations as well as some other criterion. The objective of the scholarship is to extend economic support to eligible individual students to pursue education within and also outside the country. Utilization of scholarship amount is fungible between instructional and non-instructional purposes (e.g. out-of-pocket expenditure). Therefore, scholarship schemes are vital elements in student support system. This is also a prime move from institution based to student based funding of education.</p> <p>A variety of schemes operate at the secondary level of education supporting the students, both financially and otherwise. One of the major ones is National Scheme of Incentives to Girls for Secondary Education (NSIGSE). It is an incentive based scheme where the government deposits Rs. 3000 in the name of an SC girl child passing class VIII. The child can withdraw the amount only after passing class X and completing 18 years of age. This mechanism aims at preventing the girl dropout rate that has been a major issue in India. Concerning dropouts, another scheme targeting it is National</p> |

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| | <p>Means-cum-Merit Scholarship Scheme (NMMS) where the targeted students are the ones that are from the economically weaker section and drop out after class VIII due to their financial problems. Scholarship of Rs. 6000/- per annum (Rs.500/- per month) per student is awarded to selected meritorious students every year for study in classes from IX to XII in State Government, Government aided and local body schools. Most of the States and UTs are not able to utilize the available quota of NMMS and NSIGSE schemes.</p> <p>In this context, the Department of Educational Finance will organize a five day orientation programme to identify the issues and challenges in implementation of these schemes and giving suggestions to policy makers.</p> |
| <p>3. Themes</p> | <ul style="list-style-type: none"> • Global Trends in Financing of Education • Innovative Methods in Financing of School Education in India • Equity and Quality Issues in School Education • Student Based Financial Support System in School Education • Introduction to Centrally Sponsored Scholarship Schemes in Education • Issues, Challenges and best practices in implementation of Scholarship Schemes (State presentations by Participants) • Sharing the research findings of NIEPA evaluation studies. • Group Work to identify the issues and giving suggestions to policy makers for efficient management of the scholarship/incentive schemes. • Interactive session with nodal officers (NMMS and NSIGSE) from Ministry of Education, Govt. of India. |
| <p>4. Learning Objectives</p> | <ul style="list-style-type: none"> • To orient the participants to the existing system of ‘student based |

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| | <p>financial support system in School education’ across the globe and to facilitate its systematic review in the context of changing requirements of the school education system in India;</p> <ul style="list-style-type: none"> • To share and understand the findings of the mid-term evaluation studies conducted by NIEPA. • To identify the issues, challenges and best practices at different levels by participants and give suggestions for the improvement of effective implementation of scholarship/incentive schemes. • To give an opportunity to interact with the nodal officers of NMMS and NSIGSE at the Centre. |
| 5. Competencies to be developed | <ul style="list-style-type: none"> • Professional development through the acquisition of latest developments in the field of student based financial support system in school education • Better understanding on programme/scheme design, direct and shape organizational processes at different levels. • Well equipped with tools and techniques for effective implementation of schemes. |
| 6. Expected Outcomes | <ul style="list-style-type: none"> • Creating awareness about emerging trends in financing of education both at national and international level • Better understanding about the centrally sponsored scholarship/incentive schemes in school education. • Acquiring skills and techniques to implement in a better way • Acquiring new knowledge through sharing of best practices with other States and UTs and research findings of NIEPA studies. |
| 7. Participants/Target Group | State/UT Nodal Officers of central and state scholarship/incentive schemes |
| 8. Programme Duration, Date and Venue | Five Days from 07-02-2022 to 11-02-2022 at NIEPA, New Delhi (or) Online |
| 9. Programme Director/Coordinator | Dr. Vetukuri P. S. Raju |

RESEARCH PROPOSALS

Financial Management, efficiency and funding innovations in HEIs – (Select Cases)

(Prof. Mona Khare)

Introduction:

The paradigm shift in development philosophy from ‘State’ to ‘market’ and that in the education from ‘welfare based’ to ‘right based’ education coming almost simultaneously in the early nineteen nineties brought a paradigm shift in policy, planning and management of education finances each bringing in its stride new challenges of financial efficiency and effectiveness. Although, education is largely contested of being a public or a merit good, it would not be wrong to say that the neo-liberal dimensions of education system have given it more or less the status of a quasi public if not an entirely private good. As globally, the relationship between education, skills and employability are getting more and more intense, the economic rewards to investments in education seem to outweigh the social rewards associated with it. Rising skills hierarchy, income and better quality of employment with rising levels of education has led to increased demand for higher education with the system expanding to massify at rates never witnessed before.

Market dominance in the erstwhile state dominated education sector is clearly visible as the sector is expanding beyond the sustainable realms of a Government funded system and individuals are ready to pay for education for better economic gains even in developing countries like India. The seeds of this transition were sown as early as the 1970s that heralded an era of deep financial crisis in education. Soon reduced government support and increased privatization to sustain the rapidly massifying HE became the call in policy domain. Public discourse became ripe on created distortions of varied nature, ranging from quality to equity to inequalities to sustainability.

Fortunately or unfortunately, unlike other physical goods sector that became heavily privatised, education got caught in the dilemma of whether to invest for private individual or public gains. Privatisation by way of private sector philanthropy, public private partnerships, corporate social responsibilities, civil society funding all became new players of the education financiers. As Governments withdrew, the responsibility of generating resources fell on the shoulders of individuals/students and institutions. While institutions resorted to cost cutting and fund raising methods, individuals reeled under the pressures of rising costs of poor quality education through self financing, loans etc.

The UNESCO education 2030 Framework for action rightly stipulates that achieving SDG4 targets would not only require enabling financing strategies but sustained, innovative and focused education financing alongwith efficient implementation methods. The New Public Management approach in higher education that is emerging across the world universities draws heavily from the political economy based on the theories of neo-institutionalism and neo-liberalism. . In the light of the above, the challenges of good

financial management that Higher Education Institutions are facing can be studied within the Triple-A framework of the three basic tenets of institutional Governance i.e. Financial Adequacy, Autonomy and Accountability.

The higher education landscape in India is highly diverse. There are public institutions fully financed by the government, aided institutions partially funded by the government, fully private institutions run by trusts, societies, corporate or individual philanthropists as well as institutions under Public private partnerships. Given the differences in their organizational structure, there are bound to be differences in their financial practices. However, the financial situations in even the state funded institutions are extremely different and give rise to challenges of different nature. Not to ignore the very fact that as the Government is withdrawing and compelling the HEIs to become more self reliant by generating their own resources on one hand and resorting to borrowings through the newly constituted HEFA. It shall not be an exaggeration to say that all institutions are going through a tryst period but of different degree and order. Financial management is not just about making the best use of available resources which certainly are scarce but also about augmenting them and utilizing them wisely.

The study shall focus on studying the financial management practices in selected public HEIs and map their financial efficiency and identify innovative practices.

Objectives:

1. To analyse various sources of revenue and expenditure of HEIs
2. To measure their financial efficiency
3. To study their resource utilization pattern.
4. To document innovations and good practices in financial planning and management.

Methodology:

Different public HEIs shall be identified (Central University and State University, Stand alone institutions) by their period of establishment. Those more than 20 years old, between 10-20 years, less than five years. The team at NIEPA shall develop all tools of study. The study shall be undertaken in a collaborative fashion with the selected institutions. The study shall spread over a period of two years.

An Evaluation Study of the Centrally Sponsored ‘National Means-cum-Merit Scholarship Scheme’

(Request Project from MOE, Govt. of India)

Dr. Vetukuri P. S. Raju

Introduction

The Government of India constitutionally commits to provide free and compulsory elementary education (up to class 8) for all children in the 6-14 years age group. Approximately three-fourth of children in the above age group, access schools run by the government. While the number of schools, quality of school infrastructure and children accessing them has increased manifold in recent years and a large number of children, especially those from disadvantaged and marginalized communities drop out of school, without completing their school education. At the end of primary stage (class 5), nearly one thirds of the children enrolled, discontinue attending school.

While schooling provided by the government is free, there are several additional costs of education (such as purchase of text books, uniforms, transportation charges, stationery etc) which the poor are unable to afford. These costs, their poverty and limited livelihood options discourage them from investing in education of their children. The opportunities provided by the Central and State governments help the young generation perpetuate and enable them to engage themselves in acquisition of knowledge, whether empirical or other and make them to understand better and ultimately, making new foundations for building the future.

The Government of India and State/Union Territory governments over the years have announced several scholarships, financial assistance schemes and incentives to help ease the burden of the household cost of education. Socially marginalized groups (such as Scheduled Castes, Scheduled Tribes, Other Backward Classes, Minority communities and Girls) and those from economically weaker sections (such as Below Poverty Line families) have been the special target groups of these scholarships and incentives. The scholarships also aim at identifying meritorious students and motivate them to pursue secondary as well as higher education with the cushion of financial support.

In view of all the issues raised above, the central and state governments at the school level have introduced number of scholarship and incentive schemes for the children of the economically weaker sections and the disadvantaged groups to complete their school education. One of such schemes ‘National Means-cum-Merit Scholarship Scheme’ (NMMSS) was launched by the Ministry of Human Resource Development (MHRD) during the 11th plan period in 2008, through the Department of School Education and Literacy.

The main objective of the scheme was to award scholarships to meritorious students of economically weaker sections to seize their drop out at class VIII and encourage them to continue the study upto class XII. Under the scheme, it was proposed to award 1,00,000 scholarships to the gifted or meritorious students whose parental income is not more than Rs.1,50,000 per annum from all sources. Each State /UT had fixed quota of scholarship which was decided by the Central government on the basis of enrolment of students in Class VII and VIII in the State/UT concerned (2/3rd weightage) and population of children of concerned age group of class VII and VIII (1/3rd weightage). Each state /UT also allocates their quota of scholarship district wise on similar basis. The scheme would provide reservation to different categories of students as per the State/UT norms. The selected student will get Rs.12,000/- per annum for four years @ Rs.1,000/- per month. The payment of the scholarship will be credited to the student's bank account.

While such schemes are in place, a large number of (eligible) needy and deserving children are unable to avail them primarily because of lack of awareness and access to necessary and timely information. For several applicants and their parents, it is also difficult to complete formalities relating to submission of supporting documents such as certificates of income, category (SC, ST, OBC, BPL and Minority), opening '0' balance bank account and Aadhar card number etc. which have to be necessarily submitted along with the application form.

Therefore, in the light of the above context, the Department of School Education & Literacy, MHRD proposed to undertake and conduct this evaluation study from the academic year 2008-2009 to 2019-2020, to review the progress during the last eleven years. The prime objectives of the study are given below:

Objectives

1. To carry out the effective implementation of the NMMS scheme by identifying the challenges faced in effective implementation and issues relating to the disbursement of the Scholarship amount to the students.
2. To review the utilisation and achievement pattern of the National Means-cum-Merit Scholarship Scheme by different States/UTs during the period from 2008-2009 to 2019-2020.
3. To assess the impact of the financial assistance provided to students of economically and socially disadvantaged sections of the society.
4. To give suggestions and recommendations for improvement of the scheme.

Methodology of the Evaluation Study

The study aims at evaluation of the effective implementation and impact of the financial assistance provided to economically weaker section students from various States/UTs in the country under the Centrally Sponsored Scheme of National Means-cum-Merit Scholarship Scheme (NMMSS). The study will be conducted by using the descriptive survey method using secondary and primary data.

Sources of data

Secondary data will be collected from the Department of School Education and Literacy, MHRD, Government of India and different state/UT governments. Primary data will be collected from State nodal officers, education officers, school heads and scholarship holders. The investigator will also interact with the parents of the scholarship holders to understand better about the impact of the NMMS scheme.

Sample

The in-depth study will be conducted in seven states/UTs from six different regions of the country. These sample states will be selected in consultation with the Department of School Education and Literacy, MHRD. The study will collect information from at least 350 scholarship holders from three districts of each sample state/UT studying in Class IX to Class XII in Government, Government-Aided and Local Body Schools will be selected. The sample schools and students will be selected from rural and urban areas with the consultation of the nodal officers of States/UTs for evaluation purpose.

Tools

The primary data will be collected with the help of separate questionnaires developed by the investigator for Nodal officers, education officers, school heads and scholarship holders.

Funding

The Department of School Education and Literacy, MHRD, Govt. of India will provide funds to conduct the evaluation study of NMMS scheme.

Duration of the Project

The evaluation study covers six regions and seven States/UTs of the country. Since there is a need of in-depth study on this evaluation, the investigation process could take longer duration as the recipients of this scholarship, who had been enrolled in secondary schools located in far off places.

Keeping in mind on these difficulties, the evaluation study will take eight months duration to successfully investigate the impact of the NMMS Scheme.

**An Evaluation Study of the Centrally Sponsored
'National Scheme of Incentive to Girls for Secondary Education'**

(Request Project from MOE, Govt. of India)

Dr. Vetukuri P.S. Raju

Introduction

Education is very prominent to the human resources development and empowerment in the stages of growth of any nation. School education, as it is well known, plays a major role in imparting basic knowledge, values, developing skills and in the process, increase the growth and productivity of the nation. Certain provisions are given by the government while there are initiatives for providing elementary and secondary education. In order to recuperate the school education system, new initiatives need to be brought both by the centre and the states and also special attention needs to be given to see school education brighter and stronger.

It is argued that improvements in the quality of girl's education will bring about gender equity to a certain extent. Although literacy alone is not sufficient to subdue the existing levels of discrimination, still one cannot rule out its potential benefits for women's empowerment. It may also be argued that the sudden and metamorphic changes happened in the Indian society during the nineteenth century partly due to the educational opportunities which had been bestowed on the lower classes to lead them into 'progress,' and partly due to the movements spearheaded in different parts of India, largely supported by the reformers. Even though the Government of India has expressed a strong commitment towards education for all, India still has one of the lowest female literacy rates in Asia.

In 1991, less than 40 percent of the 330 million women aged 7 and over were literate, which means today there are over 200 million illiterate women in India. This low level of literacy not only has a negative impact on women's lives but also on their families' lives and on their country's economic development. Numerous studies show that illiterate women have high levels of fertility and mortality, poor nutritional status, low earning potential and little autonomy within the household. A woman's lack of education also has a negative impact on the health and well being of her children. For instance, a recent survey in India found that infant mortality was inversely related to mother's educational level. Additionally, the lack of an educated population can be an impediment to the country's economic development.

The movement of education among women had handled the issue of women's education with a view to liberate women from domestic constraints in India. There had been adaptations of new educational norms for women, particularly the oppressed and down-

trodden to address questions of the customs of early marriage, widow marriage, women domestic seclusion and took it as ‘women’s work for women’ (Leslie Flemming, 1990).

In the light of the above issues, the Ministry of Human Resource Development (MHRD), Department of School Education and Literacy has launched the Centrally Sponsored Scheme ‘National Scheme of Incentive to Girls for Secondary Education (NSIGSE)’ in May 2008 to promote girls education in the country.

The prime objective of the scheme is to establish an enabling environment to reduce the drop-outs and to promote the enrolment of girl child belonging mainly to SC/ST communities in secondary schools. According to the scheme, a sum of Rs. 3,000/- is deposited in the name of eligible unmarried girls on enrolment in class IX as fixed deposit, who are entitled to withdraw it along with interest thereon on reaching 18 years of age and passing 10th class examination. The scheme covers (i) all girls belonging to SC/ST communities who pass class VIII and (ii) all girls who pass VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ST) and enroll in class IX Government, Government aided and local Body schools. The Union Bank of India is the implementing agency for the scheme. The scheme is covered under the Direct Benefit Transfer (DBT) Scheme.

Therefore, in the background of the above context, the Department of School Education and Literacy, MHRD proposed to undertake and conduct this evaluation study from the academic year 2008-2009 to 2019-2021, to review the progress during the last eleven years. The primary objectives of the study are given below:

Objectives

1. To carry out the effective implementation of the NSIGSE scheme by identifying the challenges faced in effective implementation and issues relating to the disbursement of the incentive amount to the girl students.
2. To review the utilisation and achievement pattern of the ‘National Scheme of Incentive for Girls in Secondary Education’ by different States/UTs during the period from 2008-2009 to 2019-2020.
3. To assess the impact of the financial assistance provided to girl students of economically and socially disadvantaged sections of the society.
4. To give suggestions and recommendations for improvement of the scheme.

Methodology of the Study

The study aims at evaluation of the impact of the financial assistance provided to various States/UTs in the country under the Centrally Sponsored Scheme of ‘National Scheme of Incentive to Girls for Secondary Education (NSIGSE)’. The study will be conducted by using the descriptive survey method using secondary and primary data.

Sources of data

Secondary data will be collected from the Department of School Education and Literacy, MHRD, Government of India. Primary data will be collected from state nodal officers, education officers, school heads and incentive holders. The investigator will also interact with the parents of the scholarship holders to understand better about the implementation and impact of the NSIGSE scheme.

Sample

The study will cover all the six regions of the country. The in-depth study will be conducted in seven States/UTs. The sample states will be selected in consultation with the Department of School Education and Literacy, MHRD, Govt. of India. At least 350 beneficiary girls (from three districts) of each sample state/UT studying in Class IX to XII in Government, Government-Aided and Local Body schools will be selected. The sample schools and students will be selected from rural and urban areas with the consultation of the nodal officers of State/UTs for evaluation purpose.

Tools

The primary data will be collected with the help of questionnaires developed by the investigator for nodal officer, education officer, school head and incentive holders.

Funding

The Department of School Education and Literacy, MHRD will provide funds to conduct the evaluation study of NSIGSE scheme.

Duration of the Project

The evaluation study covers six regions and seven states/UTs of the country. Since there is a need of in-depth study on this evaluation, the investigation process could take longer duration as the recipients of this incentive, who had been enrolled in secondary and senior secondary schools located in far off places.

Keeping in mind on these difficulties, the evaluation study will take eight months duration to successfully investigate the issues and challenges in implementation of the NSIGSE scheme.